



The Beacon

Church of England (V.A.) Primary & Pre-School *Living life in all its fullness (John 10:10)*

Early Years Foundation Stage (EYFS) policy

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1. Aims and Vision

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

In our school our Christian vision shapes all we do.

Our vision is for 'Living life in all its fullness' (John 10:10). The bible teaches us that God wants all his children to flourish, and that community and living well together are of the utmost importance in achieving this aim. We call our community 'One Big Beacon Family', together we focus on achieving our Vision for all members of our community. Working with parents and carers, we provide learning and play experiences which engage children's interests; inspire them to want to know more; motivate them to persevere with their learning and empower them to develop skills of independence. We aim that our children will become:



- **Confident individuals** who can positively face the successes and challenges of life.
- **Successful learners** who can take their place in a constantly changing world.
- **Responsible citizens** who are able to make a positive contribution to today's diverse society.



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- **Appreciative and respectful of other people's uniqueness and talents** and recognised and celebrated for their own.

We want each child, member of staff and our wider community to learn to live life in all its fullness, develop wonderful life-long memories of their Beacon years and the knowledge, skills and understanding to be able to continue to flourish throughout their lives.

2. Legislation

This policy is based on requirements set out in the [EYFS statutory framework for group and school-based providers](#) (November 2024)

3. Structure of the EYFS

The Beacon C of E Primary School has one Reception class and one Pre-School class, these may operate as a Foundation Stage Unit, depending on pupil numbers.

4. Curriculum

Our Early Years classes follow the curriculum as outlined in the latest version of the EYFS statutory framework (November 2024).

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or



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disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

As part of our School Vision for Living Life in all its fullness (John 10:10), our EYFS curriculum includes 'Adventure School' regularly and frequently throughout the school year.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

The Beacon uses Curriculum Maestro to inform planning and ensure a broad and balanced curriculum is available for each child to access including both Early Years classes. FFT Success for All Phonics, Maths No Problem and Jigsaw PSHE are also used to support children's learning throughout the school from our Reception aged pupils.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At The Beacon, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

We use Tapestry to record observations from both school and home. Parents / Carers have access to and are strongly encouraged to use Tapestry as part of our close working partnership to best support each child.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Parents and Carers as Partners

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Our open relationships with our families are of the utmost importance to us.

Parents and/or carers are kept up to date with their child's progress and development. Regular opportunities to meet the teaching team, Open Door drop ins and the EYFS profile help to provide parents and/or carers with an understanding of what it's like to be a pupil at The Beacon and a well-rounded picture of their child's knowledge, skills, understanding, and abilities. Tapestry online system allows parents/carers to both contribute to and keep up to date with their child's learning journey.



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Each child is assigned a key person (in most cases this is the class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures, Mental Health, Wellbeing and Relationships

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

The Beacon's Vision is for 'living life in all its fullness' (John 10:10). Health and wellbeing are therefore of paramount importance as a healthy lifestyle is essential to ensuring children are ready and able to learn and make the most of opportunities in school.

We use a 'bucket-filling' approach to teaching children about mental health and wellbeing, this supports children's learning and development across all areas of the EYFS and beyond, developing throughout their school journey at The Beacon.

We promote good health, including oral health, and positive healthy relationships in the early years. Our Jigsaw PSHE Programme begins in the EYFS and continues to develop throughout a child's learning journey at The Beacon.

Our Sports Coach works with the EYFS Teaching Team to provide Physical Education for the children on a weekly basis throughout their Reception year. The Sport's Coach's expertise further supports children to develop a love of activity and exercise.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Leader and Headteacher every three of years.

At every review, the policy will be shared with the governing board.



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Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	All policies are on our Policies website page.
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy